



ABBEVILLE COUNTY CAREER CENTER

100 Old Calhoun Falls
Abbeville, SC 29620

Grades 10-12 Career Center
Enrollment 65 Students
Director Nicholas A. Hyduke 864-366-9069
Board Chair James B. Tisdale, Jr. 864-459-4782
Superintendent
Dr. Ivan Randolph 864-366-5427

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Good
2008	Excellent	Excellent
2007	Excellent	Good
2006	Excellent	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF CAREER CENTERS*

Excellent	Good	Average	Below Average	At-Risk
17	14	1	4	1

* Ratings are calculated with data available by 03/07/2011.

School Profile

	Our School	Change from Last Year	Median Career Center
Students (n=65)			
With disabilities other than speech	10.8%	Up from 4.8%	9.8%
Career/technology students in co-curricular organizations	100.0%	Up from 61.9%	15.0%
Enrollment in career/technology courses	65	Down from 105	611
Students participating in work-based experiences	80.0%	Up from 42.9%	27.2%
Teachers (n=12)			
Teachers with advanced degrees	50.0%	Up from 45.5%	25.0%
Continuing contract teachers	58.3%	Down from 63.6%	75.0%
Teachers with emergency or provisional certificates	0.0%	No Change	21.4%
Teachers returning from previous year	94.4%	No Change	91.6%
Teacher attendance rate	96.7%	Up from 96.5%	95.9%
Average teacher salary*	\$52,458	Down 0.6%	\$48,180
Professional development days/teacher	14.9 days	Up from 10.4 days	12.8 days
School			
Director's years at Center	8.0	Up from 7.0	6.0
Dollars spent per pupil**	\$10,186	Up 31.0%	\$3,276
Percent of expenditures for teacher salaries**	58.3%	Up from 53.2%	56.9%
Percent of expenditures for instruction**	71.3%	Up from 63.6%	66.6%
Parents attending conferences	100.0%	Up from 82.9%	94.9%
SACS accreditation	Yes	No Change	Yes

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	9	48	23
Percent satisfied with learning environment	100.0%	97.9%	91.3%
Percent satisfied with social and physical environment	88.9%	95.8%	60.9%
Percent satisfied with school-home relations	100.0%	95.8%	63.6%

* Only eleventh grade students and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	Technical Skill Attainment			Graduation Rate			Placement Rate		
	This Center		State Center Average	This Center		State Center Average	This Center		State Center Average
	n	%	%	n	%	%	n	%	%
All Students	81	90.1%	86.0%	26	96.2%	95.8%	88	98.9%	96.7%
Students with Disabilities on Diploma Track	6	83.3%	74.1%	2	I/S	80.3%	4	I/S	93.5%
Gender									
Male	43	90.7%	83.3%	11	90.9%	94.7%	39	100.0%	97.2%
Female	38	89.5%	89.1%	15	100.0%	96.8%	49	98.0%	96.2%
Racial/Ethnic Group									
White	44	93.2%	89.7%	12	100.0%	97.1%	66	98.5%	97.3%
African American	35	85.7%	80.6%	13	92.3%	93.7%	22	100.0%	95.8%
Asian/Pacific Islander	0	0.0%	92.3%	0	0.0%	98.9%	0	0.0%	96.9%
Hispanic	2	I/S	87.3%	1	I/S	96.3%	0	0.0%	97.8%
American Indian/Alaskan	0	0.0%	78.5%	0	0.0%	100.0%	0	0.0%	84.6%
Migrant Status									
Migrant	0	0.0%	100.0%	0	0.0%	100.0%	N/AV	N/AV	N/AV
English Proficiency									
Limited English Proficient	4	I/S	89.4%	12	100.0%	96.3%	N/AV	N/AV	N/AV
Socio-Economic Status									
Subsidized meals	52	84.6%	81.8%	14	92.9%	94.2%	48	100.0%	95.3%

* n = number of students on which percentage is calculated.

Definitions of Performance Rating Terms

- * Technical Skill Attainment --- The percentage of students enrolled in career and technology courses at the center who earn a 2.0 or above on the final course grade.
- * Graduation Rate --- The percentage of 12th grade career and technology students who graduate in the spring.
- * Placement Rate --- The percentage of career and technology completers available for placement over a 3-year period who are actually placed in postsecondary instruction, military services, or employment.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Director and School Improvement Council

For the eighth consecutive year, the Abbeville County Career Center received a Palmetto Gold Award for the South Carolina Department of Education. The Career Center also received an Absolute Rating of Excellent and an Improvement Rating of Good on the Annual School Report Card. The school continues to perform well in the areas of Vocational Skill Proficiencies, Academic Achievement, Graduation Rate, and Placement Rate. We must continue to be diligent in areas of recruitment and retention. As we move forward, our task is to continue to recruit quality students and to increase the expectations of those students. By introducing a more rigorous curriculum in the areas of math and science, maintaining dual credit and articulation agreements with the local technical college, and providing more internship opportunities for students in their chosen fields, we are placing our students more firmly on the path to success.

Our Project Lead the Way Program for Engineering is well under way. This project-based curriculum is heavy in math and science and is dual credit. Dual credit means the students completing the course with an 85 or better will receive high school and college credit. By adding dual credit to an already rigorous curriculum, we have raised the level of achievement in our programs. Students directly benefit from the enhanced curriculum. As a result, students will be much better prepared for the post-secondary experience. Students also benefit by accumulating nearly one year's worth of college credit, resulting in a savings of time and money. PLTW serves as an outstanding example of the opportunities provided by dual credit.

Increased expectations combined with an influx of quality students will increase demands on all of our programs. The Automotive Technology program recently achieved certification by the National Automotive Technicians Education Foundation. Other programs at the school have to maintain the same high standards. Equipment will be expected to be the latest and best available. Technology will have to be cutting edge. Coursework will have to be challenging. Instructors, in an effort to establish work-based competencies, will focus more on soft skills. These are workplace skills commonly learned through character education and sought by employers. The needs of our students are different than those attending traditional high schools. Every effort must be made to recognize and meet those needs.

No Child Left Behind	
School Adequate Yearly Progress	N/A